

Pre-Reading Activities:

Ask some questions to activate student interest in the book topic, show them the cover and ask them what they see, introduce some useful vocabulary with pictures (if necessary, but not every word).

The Many Ways to Use the "Perfect Book"



Reading the Book




Depending on their language level, read the book aloud to students OR have them read it. To make it into a "class size" book, take pictures of the pages and put them into a PowerPoint presentation to read whole group (aloud or silently.)

Reading Comprehension Activities:






- After you or the students read the book at least once, have students act out the story using puppets, props, or gestures.
- Make copies of the story pages and have students put them in order from memory. Have them "check" their work as you read the story again (depending on language level, show the book or do not show the book as they "check")
- Students illustrate a page of the book or draw a representation of what happened at the beginning, middle, or end.
- Answering questions on a comprehension sheet: Create comprehension questions in varying levels of difficulty in ENGLISH. It is commonly accepted now that the only way to purely assess student interpretive skills is through English comprehension questions. You can include vocabulary matching (words-words, picture-words, word-meaning), simple detail questions, main idea questions, and more complex questions, depending on the language level.). Learn more about developing comprehension questions in this article by Richard R. Day (University of Hawai'i at Manoa) and Jeong-suk Park (Gyeongsang National University) at <http://nflrc.hawaii.edu/Rfl/April2005/day/day.html>. Also see the ACTFL Integrated Performance Assessment Manual for Comprehension Guide Templates, available at <http://www.actfl.org/publications/guidelines-and-manuals/integrated-performance-assessment-ipa-manual-0>.
- Filling out a graphic organizer: Have students create a story-map, Venn Diagram comparison, or other graphic organizer. For great ideas, go here: <http://www.sanchezclass.com/reading-graphic-organizers.htm>
- Create a "family tree" of the characters or a map of the town in the story.



Writing Activities

-  Students write their own version of the book. They can substitute animal characters for different animals, and make other small changes, but keep the general progression of the story.
-  Students write an alternate ending of the book.
-  Copy a few pages of the book, put speech bubbles on the characters, and have students write in dialogue.

Speaking Activities

-  **Discussing and predicting:** As you or students read the book, have students predict what will come next. Also, make comments that naturally occur to you while reading (Wow! Why did he say that? Who is he? Does he know her? Oh, I love this character!). This helps to model the types of comments they might want to make.
-  **Pair and Group Discussions:** Have students work together in the target language to fill out a Venn Diagram, put the story in order, or re-create a scene from the book. Paris Granville shows an excellent example of this in classroom teaching video available at <http://www.learner.org/libraries/tfl/french/granville/index.html>
-  **Perform** the story for an audience – parents love this!
-  **Record** the story or students' own version of it: Students can record their voices into iPods, Voice Recorder (on PC), at <http://audacity.sourceforge.net/>, or onto PowerPoint slides of the book. These can be used for younger students or shared with parents.
-  **Memorize** a song, poem, or opinion paper about the story and perform it for the class or parents.